

**TOWARD THE 21ST CENTURY:  
GUIDANCE FROM A TO Z FOR RURAL AND SMALL SCHOOLS**

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## ACKNOWLEDGMENTS

This publication was prepared through the cooperative efforts of the Montana Office of Public Instruction, the Board of Public Education and the Rural Guidance Taskforce.

In 1989, the Rural Guidance Taskforce was convened to address unique needs of rural and small schools made evident by changes in the 1989 Montana School Accreditation Standards. The Taskforce was comprised of individuals representing Montana public schools, the university system, the Office of Public Instruction, the Board of Public Education, and counseling professional organizations.

Taskforce members were selected with rural needs in mind. Each brought a blend of both rural experience and expertise. Each counselor had previous experience in K-12 rural settings, ranging from Broadview to Rapelje, Power to Custer. In addition, some members were born, raised and educated in rural Montana and, as such, were able to complement their professional insights with their own personal perspectives.

Recognition and special appreciation are extended to the members of the Rural Guidance Taskforce who contributed to the publication of this document. Special recognition is extended to Claudette Morton, Executive Secretary for Montana's Board of Public Education, for her commitment, foresight and encouragement in pursuit of the completion of this project.

### RURAL GUIDANCE TASKFORCE

Judith Birch  
Guidance Specialist  
Office of Public Instruction  
Helena, MT

Richard Horswill  
Associate Professor  
Montana State University  
Bozeman, MT

Karen DeBoer  
School Counselor  
Lockwood Schools  
Billings, MT

Sherry Jones  
School Counselor  
Polson High School  
Polson, MT

Nancy Ferguson  
School Counselor  
Billings West High School  
Billings, MT

Ralph Kroon  
Montana Rural Education Center  
Western Montana College of UM  
Dillon, MT





## ACCREDITATION STANDARDS

In the spring of 1989, the Board of Public Education revised and updated the Montana School Accreditation Standards, Rule 10.55.710 ASSIGNMENT OF GUIDANCE STAFF, which states:

(2) Beginning 7-1-94, a minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated. (Eff. 7/1/94)

(3) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated. (Eff. 7/1/89)

(4) Schools and/or districts with fewer than 125 students shall employ or contract with a certified, endorsed school guidance specialist, or they shall seek alternative ways to provide services and meet the required guidance program goals, using certified personnel. For example, they may contract for services or receive services from a regional, certified guidance specialist provided through joint efforts of adjacent districts and/or counties.

(a) When a school district used alternatives to meet this standard, it shall submit a description of the alternatives to the office of public instruction and seek approval from the board of public education. (Eff. 7/1/89)

The upgraded Accreditation Standards also require districts to develop written curricula for all curricular areas. This includes guidance. Rule 10.55.603, CURRICULUM DEVELOPMENT AND ASSESSMENT, states:

(l) Local school districts are responsible for incorporating all required learner goals into their curriculum, defining and organizing the program area learner goals into specific curricula and for extending them to help students meet the challenges of the future, introducing the learner goals when appropriate, implementing them sequentially and developmentally, and building upon previous goals. Student assessment shall be used to examine the program and ensure its effectiveness.

In summary, the new Accreditation Standards require that elementary counselors are mandated for all Montana public schools by July 1994. Additionally, schools must establish--beginning by 1991 and concluding by the year 2001--a process for curriculum development and assessment within each specific curricular area, including guidance.

Never before have elementary guidance services been mandated, nor have schools been required to develop guidance curricula. The Rural Guidance Taskforce, created to determine what assistance may be needed to meet the new requirements, intends that this document be used by rural schools in designing programs and alternative approaches appropriate to local needs and resources.



## PURPOSE AND RATIONALE

Guidance and counseling services increasingly are acknowledged as basic, essential and necessary elements in K-12 education. During the next decade, guidance and counseling will become integral components of educational programs in rural and small schools throughout the state of Montana. The purpose of this document is to assist in the development, organization, implementation and delivery of guidance services to all K-12 students.

Guidance programs and services serve to enhance and facilitate the personal, educational and social development of each individual student--whether the first grader learning to read and simultaneously experiencing life on the school playground; the eighth grader beginning to master algebra and planning a high school curriculum; or the senior contemplating options among four-year colleges, the Armed Forces or a career opportunity directly after high school--within the school system. Guidance services assist in the identification of the abilities, strengths and talents in each young person. The purpose of these services is to provide opportunity and support for each student as he or she engages in the process of maximum development of personal potential. Guidance personnel, programs, curriculum and direct services affect the learning environment in a positive manner and continuously complement the ongoing process of cognitive development and the accumulation of knowledge and thinking skills.

Education in Montana schools generally is regarded as exemplary. Montana ranks among the very highest in scores on nationally standardized college entrance tests (4th) and in measures of student retention (students completing 12 years of school and receiving a high school diploma). Great challenges exist, however, in developing guidance programs to reflect the unique, varying and widely divergent characteristics of each school district, each representing a local community with its own identity.

The immense and unparalleled vastness and geographic diversity of this state provide the splendor of soaring mountain ranges, the sunlight and shadow of foothills and valleys, and the endless golden sweep of the Great Plains. The process of planning systematic, effective guidance programs must begin with the





recognition of the unique nature of the community for which programs are to be developed and the geographic effects and resources, special needs and strengths of each particular community.

Montana is the fourth largest state in the United States, with an area of more than 145,000 square miles and a population of approximately 750,000. In 1989, 537 school districts served 151,944 students. There are 184 high schools, ranging from 2,033 students in the Flathead Valley High School to 13 students in the high school in Roy. In 1989, there were 95 high schools with fewer than 100 students, and there were 102 one-room school houses in Montana. There are seven Indian reservations in Montana--the Flathead, Blackfeet, Rocky Boy, Fort Belknap, Fort Peck, Crow and Northern Cheyenne. Geographic isolation often is a consideration in educational planning.

Schools aren't just numbers, however, and it is difficult to generalize about school settings in the state. In the northwest corner of Montana, for example, the towns of Fortine and Trego each have small rural schools whose students will attend Lincoln County High School in Eureka. Forest industries and logging make up the economy of this area. And in an opposite



corner of the state, fifty miles west of Billings lies the small town of Rapelje. Hog farms and dryland wheat ranches surround this town, where approximately 75 students attend one school from kindergarten to their senior year in high school.

Geographic location, local economy (which may be stable or in flux), isolation of the school--or the existence of clusters of schools or a series of small towns--all are possible factors and considerations in guidance program planning. Key social, political and economic features of each community should be identified, as well as specific characteristics of the student population.

Guidance services are many and varied:

1. Counseling includes individual and group counseling, ongoing supportive counseling, crisis and problem-oriented counseling, and teaching presentations and guided discussion of affective skills (decision-making skills, goal setting, communication skills, etc.).

2. Student Appraisal includes testing, test interpretations in a group or individual setting, appropriate academic scheduling, career interest surveys, and records management.

3. Information Services includes assisting students in the proper utilization of occupational information, career resource material, social and vocational opportunities, and postsecondary options.

4. Referral Services includes utilization of community resources, agencies, institutions, and specialized professionals for assistance to students with particular areas of need.

5. Placement and Follow-up includes assistance with decision-making regarding postsecondary options, which may include two- or four-year colleges, educational and training proprietary schools, vocational schools, work and the Armed Forces.

The implementation of guidance services and curriculum requires personnel who are fully endorsed and certified in accordance with state regulations. The multitude of tasks performed by a guidance specialist requires in-depth training in a variety of areas. Guidance specialists are skilled in the following: individual and group counseling, student appraisal, guidance program development, ethics and legal issues, human behavior, vocational and career resources, and in the delivery and teaching of affective curriculum and life and coping skills.

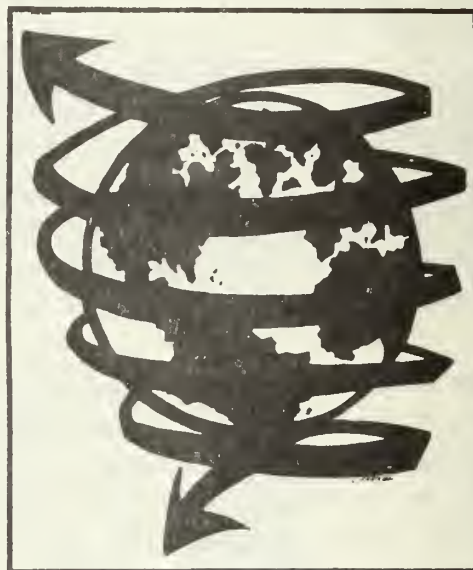
In rural schools or in small schools, the guidance counselor may serve as a liaison and coordinator for the delivery of guidance services to a cluster of schools in one geographical area or to one or two schools with grades K-12 in an isolated region or county. Teamwork is essential. Other educators, particularly classroom teachers, may assist an itinerant counselor in presenting guidance concepts to students at all grade levels. Guidance specialists may work in areas defined by the administrative regions in Montana, by the already existing special education cooperatives, or by the voluntary cooperation of adjacent school systems and their superintendents.

The effectiveness of guidance and counseling within the school setting rests on the existence of a locally planned and implemented comprehensive program. The role and function of the guidance counselor will be to carry out the stated purposes and goals of such a program. It is critical to emphasize that guidance services are as necessary for students in rural areas as they are for students from urban areas. Regardless of their hometown population, youngsters,



pre-teenagers and adolescents everywhere share many of the same personal and educational needs, choices, struggles, challenges, career ambitions and decisions to be made regarding optimum preparation for their futures.

Social issues are as prevalent in rural areas as anywhere else. The challenges and problems of divorce, blended families, single parent families, suicide, abuse and addiction affect children in rural areas as severely and profoundly as children in more populated areas. Guidance personnel and services often can be preventive. Parents, teachers, students and community members can help and be helped by effective presentations on healthy lifestyles, coping skills, communication and problem solving. The support, encouragement, expertise and counseling skills of guidance personnel are invaluable in providing assistance to young people and to families.

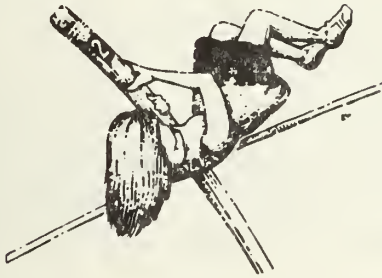


Guidance services also should be targeted toward identified students with special needs. Schools with numerically small populations still have a proportionate share of students who are physically, mentally or emotionally handicapped, gifted and talented and academically able, disadvantaged, at-risk for dropping out, or whose ethnic and cultural backgrounds identify them for specialized services.

In all cases, it is important to realize that all children develop in normal and predictable stages. The process of growth and maturation of children occurs at identifiable developmental stages which are observable at age and grade levels. So, too, should the guidance program from kindergarten to grade 12 have goals, objectives and activities which correspond appropriately to these developmental stages, needs and capabilities. Organized, sequential K-12 guidance programs which are comprehensive and developmental also are preventive.

Children, of course, vary in their own development. They range from precocious to slow, academically gifted to severely mentally retarded,

gregarious to withdrawn. Students may have an acute need for special support and services or may be scholastic achievers and socially well adjusted. Each must be effectively and skillfully served by



guidance personnel to ensure optimal personal growth. Children of all ages profit from knowledge about their own behavior, feelings, motivations, and dreams and goals for their future. Ongoing guidance programs assist students in the often complicated and challenging process of growth and maturation.

Guidance programs are based on the premise of the child as a person--a complex, holistic and balanced human being. Goals and objectives in each grade level and each developmental level are addressed in four content areas--personal, social, educational and in the area of career guidance. Examples of needs of students in these four content areas are:

Personal:

Belief in the dignity and worth of self

Development of a positive realistic self-concept

Social:

Awareness and acceptance of others

Skill development in communication and interpersonal relationships

Educational:

Placement in appropriate academic schedule

Assistance with maintenance of achievement consistent with the demonstrated ability and aptitude of each individual student

Career/Life Planning:

Awareness, exploration and preparation for career decision-making





## DELIVERY SYSTEMS

### EDUCATIONAL COOPERATIVE

The Educational Cooperative model for providing selected services to small schools appears to have potential for use in Montana. This organizational structure is designed to provide specialized services to those districts unable to provide them independently.

The guidance services offered through an Educational Cooperative may include a school psychologist, school nurse, school social worker, speech pathologist, counselor and, perhaps, an administrative head. Each school choosing to participate in the cooperative would contract for the services it needs. Funding for the cooperative would be shared by participating districts and administered by a board constituted with representatives from member districts.

There are three organizational models which have the potential to meet Montana's unique needs in this regard. The most familiar is the Special Education Cooperative. Another is the Joint Services Cooperative and, finally, the Host District concept.

The Special Education Cooperative is well established in the state, having been in operation for several years. State statute does not prohibit special education cooperatives from providing services other than for special education. Counseling services do not fall into the category of special education, but could be part of a special education cooperative under certain circumstances. Currently, present legislation is unclear; however, an amendment is being prepared for introduction during the next legislative session which would clarify the present law to allow a variety of services to be offered.

An organization structure which may be utilized immediately, however, is that of the Joint Services Cooperative. This arrangement would be comprised of several districts wishing to provide specialized services to pupils of their districts, but for various reasons could not employ specialists in full- or split-time appointments. One counselor, then, could serve several participating districts by being contracted on a fractional time basis by each district. This organizational structure would not be limited by state statute, and would be able to offer a variety of specialized pupil services which could not be offered by separate districts independently.

A final organizational structure which may be adopted is the Host District. This method would allow the small district to utilize the

counselor that is under contract to the large district. This arrangement may be appealing to small districts which are adjacent to existing larger districts. The larger district may find this arrangement appealing, as well, if they find supporting a full-time counselor difficult for whatever reason. The smaller district may contract for the counselor's services either of two ways: they may agree to pay a fraction of the larger district's counselor's salary, or to contract for services on an "as needed basis."

Small school districts may lack the financial resources to independently employ endorsed counselors. However, it does appear that several options are available to meet state certification requirements. The Educational Cooperative models described hopefully will provide means to meet the state requirements or to stimulate thinking about more creative arrangements.

#### ITINERANT COUNSELOR/CONSULTANT

The Itinerant Counselor/Consultant (ICC) would be a certified, endorsed school guidance specialist who would provide services under contract. The state of Montana requires one full-time endorsed school guidance specialist for each 400 students. As an example, one contracted ICC could serve several districts as long as the total number of students enrolled did not exceed 400.

The ICC may have a contractual agreement with more than one district. The time arrangement made with each school district would be contingent on the total number of students served. It would be possible under the ICC arrangement for a very small school--such as a one-room school--to engage the fractional time of an endorsed school guidance specialist who is nearly full time with a larger district--a district with 700 students, for example, that employs two endorsed school guidance specialists--under contract.

The services provided by an ICC are outlined on the next page, but it is important to elaborate on some of the functions.

Working With Administrators. The ICC can make significant consultation contributions to the educational leadership of the school and the school system. The counselor has the capacity to gather data descriptive of the characteristics of the student population and their needs which, in turn, can provide useful information for educational

## CONSULTING ACTIVITIES COUNSELORS PERFORM

### With Administrators

1. Plan a school-wide educational assessment of the counseling program.
2. Identify children with special needs.
3. Facilitate community and parent-school relations.
4. Identify appropriate community referral sources.

### With Teachers

1. Identify and analyze deficiencies in the academic and psychological development of children.
2. Develop skill in understanding child behavior, in classroom management, and in conducting parent-teacher conferences.
3. Develop remedial or prescriptive programs for individuals and groups.
4. Help develop more effective teaching strategies.
5. Help teachers develop effective career education programs.
6. Establish appropriate referral procedures.

### With Parents

1. Facilitate positive school-parent relationships.
2. Enhance parent understanding of children's development, abilities and difficulties.
3. Help parent to modify child learning and behavior problems.
4. Conduct parent education groups.



planning and management. The counselor's understanding of the process and characteristics of human growth and development enables him or her to relate and to provide special counsel regarding the special needs of individuals and groups of pupils on occasion.

Working with Teachers. The teacher is the key person and the most populous professional in school settings at any level. Consulting in schools, then, a counselor must assume that he or she most frequently will deal with teachers individually or in groups. This probability is further highlighted by the fact that teachers have the most frequent communication with pupils and that the developmental and adjustment needs of their pupils often are expressed in classroom groups. Counselors effectively may assist teachers as consultants to individualize classroom instruction.

School counselors are experienced in collecting, organizing and synthesizing data on individual students and in interpreting this information to identify individual differences. Through these activities, they sharpen their own understanding of the individual and share these insights in consultation with the classroom teacher.



Further, the effects of Public Law 94-142 requiring that all children categorized as handicapped be placed in regular educational programs, to the fullest extent possible, has resulted in a wider diversity in the characteristics and abilities of classroom groups. It is believed that the counselor has a significant consultant role to play in assisting teachers specifically and the educational system generally in implementing this act. Aubrey (1978)

An itinerant counselor/consultant likely will not be available to each teacher on a daily basis; therefore, it is essential that a referral procedure be developed for crisis situations. This should include the names, area of referral expertise, addresses and phone numbers of all identified referral sources. The proper procedure would be to contact the itinerant counselor/consultant and arrange an appropriate referral. However, in the event of the unavailability of the ICC, the teacher in consultation with the appropriate administrator may need to make the referral independently. It is crucial, then, that all persons in the referral network be aware of these procedures.

The basic principle of effective consultation is that the recipients must believe that they need it. Teachers and others neither will seek out nor be receptive to the counselor as a consultant if they see no value or rationale for such assistance. In each situation it is, therefore, important for the counselor to communicate and demonstrate his or her role as an effective consultant.

Working with Parents. The ICC can consult effectively with parents on various occasions. Many could focus on promoting parent understanding of pupil characteristics and their relationships to pupil behavior. Consultation can assist parents in coping with or modifying pupil behaviors, improving interpersonal relationship skills and adjusting attitudes. Parents also may consult with the school counselor in regard to their child's academic planning, progress or problems. High school parents frequently will consult with school counselors about their son or daughter's career-planning needs. The counselor also may serve as a consultant to interpret school programs to parents and in the mainstreaming of the handicapped. Most parents expect and want to be informed by the school regarding their child's needs and accomplishments. The school's public relations program in general--and the counseling program more specifically--will be enhanced by an active program of consultation with parents.

#### References

- Aubry, R. F. (1978). Consultation, school interventions, and the elementary counselor. *Personal and Guidance Journal*, 56, 351-354.
- Blackham, G. J. (1977). *Counseling: Theory, process, and practice*. Belmont, CA: Wadsworth.



## CURRICULUM DEVELOPMENT

The successful implementation of guidance services depends on development of a **written** guidance program. For rural and small schools, which often experience a high turnover rate in teaching staff, the written program will help provide continuity of services. In addition, local educators who are involved in program development and documentation also will contribute a sense of ownership and personal commitment to the implementation of a guidance program.

Effective guidance programs are based on identified needs, issues and concerns reflective of the local community. A district advisory committee--representative of administrators, parents, teachers, students and community members--should be appointed to begin the task of needs assessment. In some cases, this committee may be organized through the county superintendent and represent the citizens, students and concerns of many small schools within the county. *Guidance in Montana Schools: Guidelines for Comprehensive Program Development K-12*, a booklet available through the Office of Public Instruction, provides further information on program development and planning.

The local district or county advisory committee, as it begins the process of guidance program development, should use a needs assessment instrument that recognizes the special nature of the community or communities represented. The existing educational philosophy of the school should be articulated. A philosophy of guidance and a complementary mission statement should be developed. Key groups within the community--administrators, teachers, parents, students and community members--should be assessed with the survey instrument. The focus of all interviews and surveys should be based on student needs. Once the needs have been prioritized, those which have been substantiated by the assessment instrument as critical should be addressed in a prompt and timely manner.

Identified needs become goal statements. Broad student-focused goals then are developed for appropriate grade levels in each of the four content areas--personal, social, educational, and in career and life planning--discussed on page 8. Goals should be comprehensive and developmental, according to the needs and capabilities of children established for each grade and level.



Examples of goals and related objectives established for different levels and areas of needs are given below:

**Level: K-3**  
**Goal: To assist students in developing an understanding and appreciation of self.**  
**Objective: The student will demonstrate a positive attitude toward self as a unique and worthy person.**

Outcomes:	Strategies:	Resources:	Evaluation:*
<ul style="list-style-type: none"> <li>-List personal strengths &amp; weaknesses</li> <li>-Make positive statements about self &amp; others in structured activities</li> <li>-List examples of how individuals differ in their interests and abilities</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom guidance sessions in grades K-3 conducted by counselor</li> </ul>	<ul style="list-style-type: none"> <li>-IALAC filmstrip &amp; book by Argus Communications</li> <li>-DUSO I &amp; II by American Guidance Service</li> <li>-100 Ways to Enhance Self-Concept in the Classroom by Canfield &amp; Wells</li> <li>-Games Children Should Play by Cihak &amp; Heron</li> <li>-Warm Fuzzy filmstrip &amp; book by Argus Communications</li> <li>-Liking Myself by Pat Palmer</li> <li>-I Am Somebody by Green</li> </ul>	

**Level 7-8**  
**Goal: To help students develop effective decision making skills.**  
**Objective: The student will demonstrate skills in making personal and educational decisions.**

Outcomes:	Strategies:	Resources:	Evaluation:*
<ul style="list-style-type: none"> <li>-List personal values &amp; attitudes that affect their decisions</li> <li>-List in sequence the major steps involved in making decisions</li> <li>-Demonstrate the decision making process in group guidance activities</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom guidance sessions for grades 7-8 conducted by counselor &amp; teacher</li> </ul>	<ul style="list-style-type: none"> <li>-Value Clarification: A Handbook of Practical Strategies by Sidney Simon</li> <li>-Transition film kit by American Guidance Service</li> <li>-Meeting Yourself Halfway by Sidney Simon</li> <li>-Making Sense of Our Lives by Argus Communications</li> </ul>	

**Level: 9-10**  
**Goal: To help students recognize and constructively deal with chemical use.**  
**Objective: The student will explore attitudes, values and actions related to chemical use.**

Outcomes:	Strategies:	Resources:	Evaluation:
<ul style="list-style-type: none"> <li>-Identify reasons why people use drugs</li> <li>-Identify effects of drug use in relation to society, family and friends</li> <li>-List legal ramifications of illegal drug use</li> <li>-Identify resources for helping self, family and friends in trouble with chemical use</li> </ul>	<ul style="list-style-type: none"> <li>-One week guidance session in conjunction with health unit, conducted by counselor &amp; teacher</li> </ul>	<ul style="list-style-type: none"> <li>-Guest speakers</li> <li>-Filmstrips</li> <li>-Drugs, Kids and Schools by Kessler</li> <li>-State of Montana Teacher's Guide for Alcohol Education, Grades 7-12</li> </ul>	<ul style="list-style-type: none"> <li>-16 of 16 students listed 4 reasons for drug use</li> <li>-14 or 16 students identified 3 effects of drug use</li> <li>-15 of 16 students listed 3 legal ramifications</li> <li>-16 of 16 students identified 2 helping resources</li> </ul>



From broader goal statements, specific objectives are formulated. Objectives should be stated in terms which are specific, measurable and observable. For example, it should be clearly stated what a student is to accomplish, how many students will accomplish or learn the skill or concept, who will direct the learning activity, what strategies will be utilized, what resources will be used, and how the particular objective will be evaluated.

Evaluation processes also should be quantifiable and measurable. Effective guidance programs should be evaluated on an ongoing basis and thus be accountable. Guidance programs developed in this manner can be dynamic and responsive to the changing needs and concerns of the communities they serve.



## **SMORGASBOARD: IDEAS AND ACTIVITIES**

Rural guidance indeed may present some challenges, but districts are encouraged to focus on the ability to "chart one's own direction." With the incorporation of the program planning model, a district's options are endless. The following considerations may be helpful in charting your direction:

Rural guidance programs are unique by the very make-up of their surrounding communities. Therefore, it is important not only to take advantage of this uniqueness, but imperative that the program is within the boundaries of the communities' social and cultural nature.

Owing to the isolation of rural Montana guidance personnel, remember how vital support systems and mentors can be for the staff. This may be accomplished through area counselor organizations, the Montana Association for Counseling and Development, and the Montana School Counselors Association. Additionally, exposure to a Counselor Education program or linkage with a neighboring counselor may reduce the sense of isolation.

Limited services can be expanded and enhanced through the use of community assistance and volunteers, sharing of resources through district consortiums, closer involvement with institutions of higher education and the Office of Public Instruction, extra-curricular activities, and community education programs.

Consider establishing cooperative planning and activities with area communities to meet program goals.

A team approach to problem solving can be incorporated through the involvement of counselor, administrator and teacher(s).

Most importantly and as emphasized in the previous section, establish a written guidance program based on a needs assessment with clearly defined goals, objectives, strategies and evaluation plans. Articulate this written program to those with whom and for whom you work.

## **SCHOOL AND COMMUNITY PARTNERSHIPS**

Although not a new idea, a school/community partnership can breathe new life or initial life into a school guidance program. Partnerships may be the key to providing essential activities for school-age children that the school, alone, may be unable to provide. Opportunities and projects are numerous for developing partnerships that encourage student activities. Here are a couple of ideas:

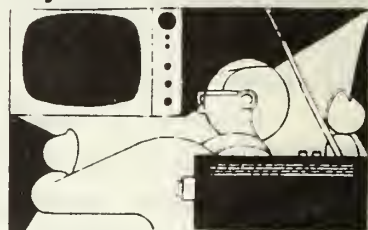
Organize a community betterment project around environmental

needs, leisure-time activities or the needs of the elderly, transient or disabled. Students of all ages can be active participants in seeking to make their community a better place to live.

Initiate a drug and alcohol prevention program community wide. Schools have a critical part to play in the delivery of drug and alcohol education, but the community has an overall responsibility that is often overlooked. Identify key leaders in the community and educate them in their roles. A helpful resource, *Together: Guidelines For Drug And Alcohol Programs*, is available through the Office of Public Instruction. Community drug and alcohol programs can be instrumental in providing in-service training for school personnel, parent education classes, alternatives for youth, student organizations and support groups for those in need.

## DISTANCE LEARNING

Advances and opportunities in distance learning may assist rural or small schools in the implementation of a guidance program. Distance learning technology may be delivered through the use of computers with modems, telephones, keypad response systems and video-cassette recorders. Telecommunication systems may include television, cable television, fiber optic cable, public telephone network, satellite, or instructional television fixed service (ITFS). Interactive video or audioconferencing may promote the active involvement of students in distance learning opportunities. All schools, regardless of how remote or isolated, may utilize distance learning.



For example, CBS school break specials may be purchased or rented through Kidsnet in Washington, D.C. These one-hour contemporary dramas involve conflicts and issues confronted by young people today. They are developed by educators and psychologists and are close captioned for the hearing impaired. These productions have received many awards and are accompanied by a guide to assist teachers in guided discussions, suggested activities and additional resources. These TV specials could be an invaluable educational activity within a guidance program and are accessible to any rural or small school through telecommunication technology.

Other examples of national satellite educational networks which deliver live interactive video programs are the Oklahoma State University Arts and Sciences Teleconferencing Service (Midlands Consortium),



the Satellite Telecommunication Educational Program (STEP) located in Spokane, Washington, and the Ti-In United Star Network, currently marketed by the Los Angeles County Office of Education.

Frank Odasz of Western Montana College in Dillon has received a substantial grant from U.S. West Company to expand the use of telecommunication in rural communities in Montana. Big Sky Telegraph is a system which is connected with 6,000 other telecommunication programs. Mr. Odasz would be an excellent resource for further information on telecommunication and distance programming opportunities for guidance activities.

### PEER ASSISTANCE PROGRAMS

Montana may be rural, but it is not isolated from the growing number of young people at risk for a variety of dysfunctional behaviors. Counselors statewide are seeing an increasing proportion of youth who are touched by the same societal ills that are seen nationwide, including substance abuse, suicide, sexual and physical abuse, divorce, academic failure and economic instability.

Given the limited resources in rural communities, a Peer Assistance program may serve to train students to help their peers cope with these problems. Peer assistance programs may help intervene with adolescents at-risk, thus augmenting the impact of rural counselors. When adolescents have problems, they often turn first to peers for help. By training and empowering adolescents to be responsible to and for each other, schools increase their ability to provide social and academic assistance. In addition to helping others, a major benefit of Peer Assistance programs is for the peer assistants themselves; these students stand to gain as much as anyone they may be assigned to help.

Titles may vary from Peer Assistants, Peer Counselors, Peer Tutors, Peer Helpers, Peer Facilitators to Peer Listeners, but the programs take on a great deal of similarity. The following should be considered in designing your training program:

- (1) The content of the training needs to be skill-focused, with the opportunity to ensure mastery of basic communication skills.
- (2) The training should be experiential, with students involved in a variety of hands-on activities and practicum experiences.
- (3) As such, the use of short-term training or one-time

workshops is discouraged. Whenever feasible, a quarter or semester class for credit appears to provide an appealing solution. Considering the variety of staffing arrangements for rural schools, however, the counselor may need to be creative in determining a viable solution for time and credit, while still meeting the training needs.

There are a number of commercial curricular packages available. But as with most curricula, while it may not be worthwhile to reinvent the wheel it is important to pick and choose what fits your teaching style and program needs.

Informally, the training will increase counseling services within the school setting ten-fold. Students who have been trained to be active listeners, problem solvers and agents for early identification of problems multiply the counselor's chances for successful intervention and referral.

Formally trained Peer Assistants can be used for one-to-one counseling within clearly defined boundaries, as peer tutors or peer friends, for cross-cultural tutoring and role modeling for lower grades, as support group facilitators, new student volunteers or classroom aides, and as assistants in the delivery of the guidance curriculum. Assistants in the guidance curriculum, particularly at the lower grades, may be a valuable resource for the itinerant counselor. The responsibility for developing and supervising the guidance curriculum is obviously the counselor's role. However, Peer Assistants could be instrumental in the actual implementation of classroom activities.



## SELF-HELP GROUPS

Support and self-help groups are becoming a popular answer to many of society's ills. The very premise--to provide supportive help in lieu of therapeutic counseling--is a perfect model for rural Montana. When professional resources are limited or nonexistent, self-help groups can provide a meaningful solution. Groups offer hope, support and growth.



Not only do group members have opportunities to identify with the problems of other members, but also to witness change and growth in others and in themselves.

The use of support or self-help groups requires a considerable expenditure of time, energy and commitment by the individuals directly involved. "Support or self-help" does not imply that special training and skills are not required in leading such groups; indeed, training is required and is available through a multitude of sources.

## REGIONALIZATION

This concept can be taken literally to provide basic services. If budgets are limited, resources can be acquired through cooperative agreements among area districts. Commercial guidance curricular resources could be shared among schools. Career Day, College Night and financial aid meetings could be cooperative endeavors between two or more schools, with the host responsibilities shifting from school to school each year. With the advent of monies under the Drug Free Schools program, districts could develop consortia to better utilize their funds. Many larger districts are planning their own Mini-Camps (with Drug Free Schools funds) as a byproduct of the Montana Teen Institute and the Teens In Partnership programs. Cooperatively plan and become a part of the larger districts activities. Mini-Camps that provide training in communication skills, problem solving and adolescent problems and that encourage students to make a commitment to a drug-free lifestyle can become an extension of the guidance program.

## COMMUNITY EDUCATION PROGRAMS

Community Education Programs become the focal point of many rural areas. Take advantage of this vehicle to implement classes on parenting, communication skills and substance abuse, just to mention a few. Check with your County Extension Office or County Superintendent's Office for any assistance they might have to offer.

## INSERVICE TRAINING FOR STAFF

Guidance programs are notorious for their inadvertent attempts to be "all things to all people." Set priorities, recognize your limitations and

seek help. A valuable resource always has been and will continue to be the teaching staff. Utilize the teaching staff in the delivery of guidance services. In many cases, the teacher may very likely be designated to implement the classroom guidance curriculum. Provide teachers with the necessary skills to teach affective education, to identify adolescent problems and to know when to make referrals. Teachers are an important ally in the guidance program; seek their expertise and support.

## STUDENTS AS RESOURCES

Students represent a vast untapped resource in the delivery of guidance services. With adequate training, students can be active participants as problem solvers, peer advocates and peer teachers in the guidance program. As previously mentioned in the Peer Assistance section, they can be an extension of the guidance program by making referrals, tutoring, role modeling, facilitating support groups and teaching the guidance curriculum in the lower grades.

## NETWORKING AND SUPPORT SYSTEMS

The job of the rural counselor is not an easy one. Often, the rural counselor works in professional isolation conducive for "burnout." To avoid "burnout," it will be important for the rural counselor to seek external professional support and to generate internal support.

External professional support can be sought through professional organizations (e.g., the Montana Association for Counseling and Development, and the Montana School Counselors Association), institutions of higher education, the Office of Public Instruction and area counselor groups. These groups can provide for sharing of ideas, exchange of materials and development of new skills.

Internal support will come from the teaching staff, support staff and administrator(s). This support can be fostered by a team approach to problem solving and a team commitment to the overall guidance program. Establish a strong framework through a written curriculum and continually educate and update colleagues through written memoranda and/or staff meetings.

"Burnout" most commonly is triggered by responsibility overload and ambiguity in one's role(s). In either case, it again points to the



importance of program planning. Program planning will define the role and responsibilities for the counselor within the confines of realistic limits.

### PROGRAM OWNERSHIP

The success of the guidance program will be enhanced by a spirit of cooperation and collaboration among the district staff, students and community. The guidance program should not be built around the counselor alone. Rather, the program should encourage shared ownership and responsibility by everyone involved. To foster this ownership, use "we" and "our" as guidance activities are described. Counselors can best influence the future of guidance services by empowering others and enabling them to act on behalf of students. Widen your support and influence by providing information, skills, praise, recognition and enthusiasm for the successes of others.



# RESOURCES

BOOKS/WORKBOOKS

FILMSTRIPS/VIDEOS

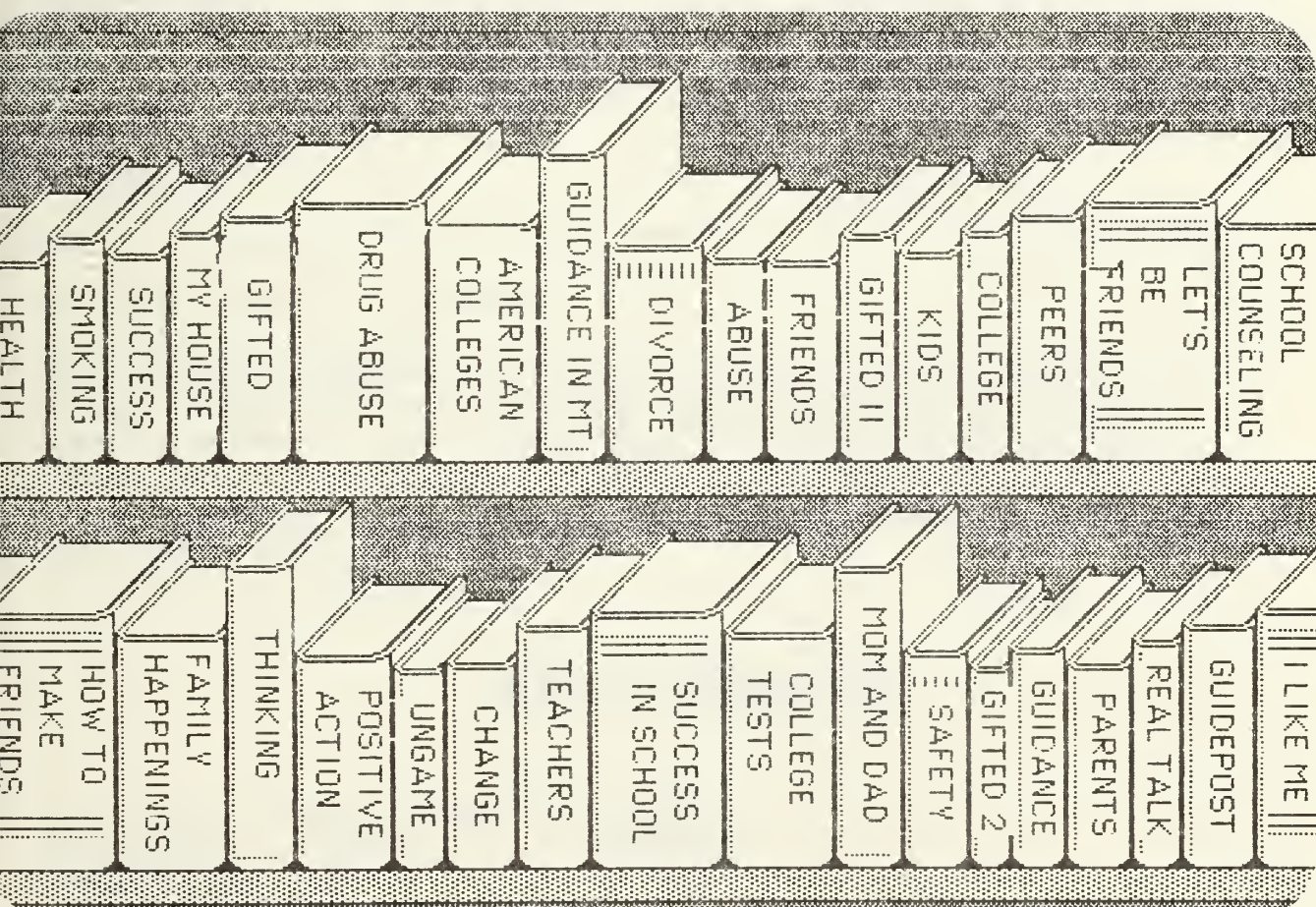
GAMES

KITS/PACKAGED PROGRAMS

JOURNALS/PERIODICALS

CAREER INFORMATION SYSTEM

STATE RESOURCES/PROFESSIONAL ORGANIZATIONS







# THE COUNSELOR'S BOOKSHELF: RESOURCES FOR SCHOOL COUNSELORS K-12

THIS SECTION IS NOT COMPLETE NOR IS IT INTENDED TO RECOMMEND ONE RESOURCE OVER ANOTHER. EXCLUSION OF ANY PROGRAM OR RESOURCE IS NOT INTENTIONAL. THE LIST REPRESENTS A CULMINATION AND COMPILATION OF RESOURCES THAT ARE CURRENTLY BEING USED BY SPECIFIC SCHOOL COUNSELORS IN THE STATE AT THE TIME THIS PUBLICATION WAS PRODUCED.

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**TYPES:**

- BOOK, WORKBOOK
- FILMSTRIP, VIDEO
- GAME
- KIT
- PERIODICALS
- COMPUTER SYSTEMS
- ORGANIZATIONS

**LEVELS:**

- P= PRIMARY
- I= INTERMEDIATE
- M= MIDDLE SCHOOL
- H= HIGH SCHOOL

**DOMAINS:**

- P= PERSONAL
- S= SOCIAL
- E= EDUCATIONAL
- C= CAREER/LIFE PLAN

\*\*\*\*\*

**THE LIBRARY AND THE LIBRARIAN:**

GET TO KNOW YOUR LIBRARIAN!! Bibliotherapy is one of the best ways to reach your students and staff. Librarians can provide you and your students with numerous self-help books, magazines and journals. Through these resources many students who might not seek out the counselor may read a resource they find on the shelf to help them understand themselves and cope with their situation better. Make a list of existing resources that are currently available for bibliotherapy. Also, make a list of suggested titles that you feel are excellent resources for your librarian to consider.

## BOOKS, WORKBOOKS

**TITLE:** BARRON'S PROFILE OF AMERICAN COLLEGES  
**TYPE:** BOOK      **LEVEL:** H      **DOMAIN:** E  
**VENDOR:** BARRON'S

**ADDRESS:** 113 CROSSWAYS PARK, WOODBURY, NY 11797

Information on all accredited colleges in the United States. Tuition, major programs of study, admission standards, athletic programs etc.

**TITLE:** INSIDERS GUIDE TO THE COLLEGES  
**TYPE:** BOOK      **LEVEL:** H      **DOMAIN:** E  
**VENDOR:** ST. MARTIN'S PRESS  
**ADDRESS:** 175 5TH AVENUE, NY 10010

A gossipy but accurate account of educational and social life at various selected colleges.

**TITLE:** THE BEST FOR OUR KIDS (EXEMPLARY PROGRAMS)  
**TYPE:** BOOK      **LEVEL:** P,I,M      **DOMAIN:** E  
**VENDOR:** (AACD) AMERICAN ASS. COUNSELING AND DEVELOPMENT  
**ADDRESS:** 5999 STEVENSON AVE. ,ALEXANDRIA, VA 22304

Exemplary elementary guidance and counseling programs in the U.S. were identified and given an in-depth look . These 10 best programs provide information noting common elements, special features and how they were selected. Innovative practices and unique components of 134 other strong guidance programs are provided, in addition to a state-by-state list of contact persons for the various programs.

**TITLE:** COUNSELING CHILDREN (SECOND EDITION)  
**TYPE:** BOOK      **LEVEL:** P,I,M,H      **DOMAIN:** E  
**VENDOR:** BROOKS/COLE PUBLISHING COMPANY  
**ADDRESS:** 555 ABREGO STREET, MONTEREY, CA 93940

This is a practical text that continues to effectively translate theory into practice for counselors working with children in schools, clinics, agencies. There are actual case examples of various counseling and consulting techniques. Includes appropriate DSM-III-R classifications for 40 problems. Presents practical and up-to-date methods for helping children with specific developmental, social, or behavioral problems including fighting, stealing, lying, cheating, withdrawal behaviors, shyness, and destructive behaviors. It covers social problems such as divorce, death, and child abuse. Ethical standards, group and individual counseling with special concerns.

**TITLE:** CREATIVE CONFLICT SOLVING FOR KIDS  
**TYPE:** BOOK      **LEVEL:** I,M      **DOMAIN:** P,S,E  
**VENDOR:** THE GRACE CONTRINO ABRAMS PEACE EDUC. FOUND. INC.  
**ADDRESS:** 3550 BISCAYNE BLVD., SUITE 400, MIAMI, FL 33137

Challenges students to deal creatively and constructively with conflict. This is an interdisciplinary resource book with 40 reproducible student work sheets that help students learn the skills of creative communication, fair fighting, critical thinking and cooperation. This is a great resource for a unit on conflict solving.

**TITLE:** DIVORCE HAPPENS TO THE NICEST KIDS  
**TYPE:** WORKBOOK      **LEVEL:** P,I      **DOMAIN:** P,S,E  
**VENDOR:** KAYA BOOKS, ALGERA HOUSE PUBLISHERS  
**ADDRESS:** P.O. BOX 1443, WARREN, OHIO 44482 U.S.A.

This is a fun workbook that will help children understand divorce and themselves. It includes drawing, coloring, and writing activities. As students complete the activities, they will discover many things about themselves and divorce.

**TITLE:** AN ELEPHANT IN THE LIVING ROOM  
**TYPE:** BOOKS                   **LEVEL:** P,I,M                   **DOMAIN:** P,S,E  
**VENDOR:** COMPCARE PUBLISHERS  
**ADDRESS:** 2415 ANNAPOLIS LN. 55441

This leader guide and workbook are for use with children aged seven through early adolescence. The book is aimed at helping children of alcoholics cope with their parent's drinking, get help for themselves, recognize and express their feelings appropriately, and improve their family relationships. The leader's guide is primarily for adults working with children in groups.

**TITLE:** ETHICAL AND LEGAL ISSUES *IN SCHOOL COUNSELING*  
**TYPE:** BOOK                   **LEVEL:** P,I,M,H                   **DOMAIN:** E  
**VENDOR:** AMERICAN SCHOOL COUNSELOR ASSOCIATION  
**ADDRESS:** 5999 STEVENSON AVENUE, ALEXANDRIA, VA 22304

This book contains answers to the most controversial and challenging questions you face every day. Avoid ethical violations with complete information on: Confidentiality, Privacy, Privileged Communication, Access to school records, Using group techniques ethically, Computerized recordkeeping, Reporting unethical practices etc.

**TITLE:** GIFTED II (11 AND UP)  
**TYPE:** BOOK                   **LEVEL:** I, M,H                   **DOMAIN:** P,S,E,C  
**VENDOR:** FREE SPIRIT PUBLISHING  
**ADDRESS:** 123 N. THIRD ST., SUITE 716, MINNEAPOLIS, MN 55401

A sequel to the Gifted Kid's Survival Guide, it presents an in-depth look at the ups and downs of growing up gifted. It offers useful information, support and strategies to help kids get more out of school, develop friendships, understand and figure out how to get what they want out of life.

**TITLE:** GROUP WORK WITH CHILDREN OF DIVORCE  
**TYPE:** BOOK                   **LEVEL:** P,I,M                   **DOMAIN:** P,S  
**VENDOR:** MOLLY A. MINNICH INC.  
**ADDRESS:** 1737 COOLIDGE RD., EAST LANSING, MI 48823

This is an eight-week lesson plan guide to facilitate a small support group. This manual walks you through all the necessary steps for starting and ending a group.

**TITLE:** GUIDANCE IN MONTANA SCHOOLS  
**TYPE:** BOOK                   **LEVEL:** P,I,M,H                   **DOMAIN:** P,S,E,C  
**VENDOR:** MONTANA OFFICE OF PUBLIC INSTRUCTION (OPI)  
**ADDRESS:** JUDY BIRCH GUIDANCE SPECIALIST, OPI ,HELENA, MT  
59620 PH. 444-5663

Guidelines for comprehensive program development K-12. This resource has outlined a practical step-by-step process for systematically planning school guidance programs. The process provides for an organizational framework which assesses guidance needs of the student population, states program goals and objectives based on identified needs, establishes strategies for achieving objectives and evaluates program effectiveness.



**TITLE: THE GIFTED KID'S SURVIVAL GUIDE (10 AND UNDER)**  
**TYPE: BOOK            LEVEL: P,I,            DOMAIN: P,S,E,C**  
**VENDOR: FREE SPIRIT PUBLISHING**  
**ADDRESS: 123 N. THIRD ST., SUITE 716, MINNEAPOLIS, MN 55401**

A guide written for gifted children or people who deal with them. It answers questions like: The great gripes of gifted kids, What do the labels gifted, high potential and IQ really mean? Why do kids tease you about being smart and what should you do about it? How can you make school more right, more challenging?

**TITLE: A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN  
RELATIONS TRAINING VOLUME I-IX**  
**TYPE: BOOK            LEVEL: M,H            DOMAIN: P,S**  
**VENDOR: UNIVERSITY ASSOCIATES PUBLISHERS AND CONSULTANTS**  
**ADDRESS: 8517 PRODUCTION AVE., SAN DIEGO, CA 92121**

Each volume may be purchased separately and contains a series of structured experiences for communication, leadership, self-awareness and group process training.

**TITLE: HELICOPTERS, DRILL SERGEANTS & CONSULTANTS**  
**TYPE: BOOK            LEVEL: P,I,M,H            DOMAIN: E**  
**VENDOR: CLINE/FAY INSTITUTE, INC.**  
**ADDRESS: 2207 JACKSON STREET, GOLDEN, CO 80401**

This is straight forward and aimed at assisting adults in helping kids be responsible. This is easy to read and contains very useful information. This is a great resource to check out to parents, teachers and administrators.

**TITLE: HELICOPTERS, DRILL SERGEANTS AND CONSULTANTS**  
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This is straight forward and aimed at assisting adults in helping kids be responsible. This is easy to read and contains very useful information. This is a great resource to check out to parents, teachers and administrators.

**TITLE: THE KIDS' BOOK OF DIVORCE: BY, FOR AND ABOUT KIDS**  
**TYPE: BOOK            LEVEL: I,M,H            DOMAIN: P,S,E**  
**VENDOR: SOCIAL STUDIES SCHOOL SERVICE**  
**ADDRESS: P.O. BOX 802, CULVER CITY, CA 90232-0802**

Written by twenty 11 to 14 year-olds, this book presents their views and feelings, and offers their advice to other young people on coping with the reality of divorce. A valuable resource for counselors and parents alike. Issues examined in the book are: relating to divorced parents, avoiding personal guilt, getting help from counseling, understanding legal issues, leading two lives, getting through the separation period, and fitting into new stepfamilies.

**TITLE: MY DAD LOVES ME MY DADDY HAS A DISEASE**  
**TYPE: WORKBOOK    LEVEL: P,I            DOMAIN: P,S,E**  
**VENDOR: MAC PUBLISHING**  
**ADDRESS: 1850 HIGH ST., DENVER CO. 80218**



This explains and portrays alcoholism from the viewpoint of children aged 5-14 who have an alcoholic parent. Drawings, by children in COA groups, deal with such issues as the disease concept, personality changes, blackouts, relapses, and recovery.

**TITLE:** MY HOUSE IS DIFFERENT  
**TYPE:** BOOK            **LEVEL:** P,I            **DOMAIN:** P,S,E  
**VENDOR:** HAZELTON FOUNDATION  
**ADDRESS:** BOX 176 PLESANT VALLEY RD., CENTER CITY, MN. 55012

This illustrated storybook interprets the Twelve Steps of recovery for children of alcoholics ages 6 and up. Joe and his dog Fuzzy travel down Rainbow Road, and through his adventures Joe learns to feel good about himself even if his dad continues to drink.

**TITLE:** NATIONAL OCCUPATIONAL INFORM. COORDINATING COMM.  
**TYPE:** BOOKS            **LEVEL:** P,I,M,H            **DOMAIN:** C  
**VENDOR:** U.S. OFFICE OF EDUCATION  
**ADDRESS:** WASHINGTON, D.C.

Write for career activities and curriculum for all age levels.

**TITLE:** PEACE MAKING SKILLS FOR LITTLE KIDS  
**TYPE:** BOOK            **LEVEL:** P            **DOMAIN:** P,S,E  
**VENDOR:** THE GRACE CONTRINO ABRAMS PEACE EDUC. FOUND. INC.  
**ADDRESS:** 3550 BISCAYNE BLVD., SUITE 400, MIAMI, FL 33137

A holistic approach that values compassion, cooperation and reverence for children themselves, those around them and their environment. This curriculum teaches "I care language", awareness of feelings and conflict solving skills. It is a helpful resource for a unit on feelings, friendship or conflict solving.

**TITLE:** PEER PRESSURE REVERSAL (AN ADULT GUIDE)  
**TYPE:** BOOK            **LEVEL:** P,I,M,H            **DOMAIN:** E  
**VENDOR:** HUMAN RESOURCE DEVELOPMENT PRESS, INC.  
**ADDRESS:** 22 AMHERST ROAD, AMHERST, MASS., 01002

This excellent resource presents a systematic approach for adults to help school-age children learn to reverse negative peer pressure. It allows children to keep their friends while making good decisions. Given in this book are step-by-step approaches that can be immediately applied to teaching and training children. Skills can be taught in one-on-one situations, group training classes, and on a school district-wide basis. Sharon Scott is also the author of three other excellent books that are a must. **HOW TO SAY NO AND KEEP YOUR FRIENDS, PEER PRESSURE REVERSAL, and POSITIVE PEER GROUPS.** Her Dallas-based firm offers training and consulting services to schools, social service agencies, religious groups, law enforcement agencies, and parent and youth groups.

**TITLE:** PERFECTIONISM: WHAT'S BAD ABOUT BEING TOO GOOD?  
**TYPE:** BOOK            **LEVEL:** I,M,H            **DOMAIN:** P,S,E  
**VENDOR:** AMERICAN GUIDANCE SERVICE (AGS)  
**ADDRESS:** P.O. BOX 99, CIRCLE PINES, MN 55014-1796

Some children pursue perfection so intensely that serious physical and emotional consequences occur--eating disorders, tendencies toward suicide, stress-related illnesses, and just plain dissatisfaction with their lives. This book for and about children, discusses the impossibility of perfection. It's about knowing the difference between doing your best and overdoing it, and about

striking a balance among the three main areas of life: work and school, play and hobbies, and social relationships.

**TITLE:** PETERSON'S GUIDE TO UNDERGRADUATE 4 YR COLLEGES  
**TYPE:** BOOK           **LEVEL:** H           **DOMAIN:** E  
**VENDOR:** PETERSON'S GUIDE  
**ADDRESS:** P.O. BOX 2123, PRINCETON, NJ 08540

Review of all 2 year accredited colleges in the United States. Major programs of study, tuition, admission standards, athletic programs.

**TITLE:** PETERSON'S GUIDE TO UNDERGRADUATE TWO YR COLLEGES  
**TYPE:** BOOK           **LEVEL:** H           **DOMAIN:** E  
**VENDOR:** PETERSON'S GUIDE  
**ADDRESS:** P.O. BOX 2123, PRINCETON, NJ 08540

Review of all 2 year accredited colleges in the United States. Major programs of study, tuition, admission standards, athletic programs.

**TITLE:** REAL TALK (EXERCISES IN FRIENDSHIP)  
**TYPE:** BOOK           **LEVEL:** P,I,M,H   **DOMAIN:** P,S,E  
**VENDOR:** HUMANICS  
**ADDRESS:** BOX 7447 ATLANTA, GEORGIA 30309

Exercises in friendship and helping skills, putting human relation skills together. This manual give the leader a basic understanding of how to teach basic skills along with training skills that can assist students all levels.

**TITLE:** TICKETS TO SUCCESS  
**TYPE:** BOOK           **LEVEL:** P,I,M,H   **DOMAIN:** E  
**VENDOR:** CLINE/FAY INSTITUTE, INC.  
**ADDRESS:** 2207 JACKSON STREET, GOLDEN, CO 80401

This resource is great for assisting adults working with kids in the area of responsibility. This is easy reading and contains very useful information for parents, teachers and administrators as well.

**TITLE:** TOGETHER: GUIDELINES FOR DRUG/ALCOHOL PROGRAMS  
**TYPE:** BOOK           **LEVEL:** P,I,M,H   **DOMAIN:** P,S,E  
**VENDOR:** MONTANA OFFICE OF PUBLIC INSTRUCTION  
**ADDRESS:** DEPT. OF CURRICULUM SERVICES, STATE CAPITOL,  
HELENA, MT 59620 PH. 444-4434

This publication was cooperatively prepared by concerned individuals from many state and local agencies. The purpose of these guidelines is to provide schools and communities with a functional document which may assist them in developing cooperative drug and alcohol programs. This process causes schools to cooperatively assess, design, implement, and evaluate comprehensive programs. This guide outlines a process that allows schools and communities to build programs unique to their needs and varying characteristics. Most important, the process changes the direction of schools and communities from that of being primarily responsive to crisis situations to one of advocating a proactive approach to prevention. Listed in this guide are numerous resources available to us in the field.

**TITLE:** UNDERSTANDING AND MANAGING OVERACTIVE CHILDREN  
**TYPE:** BOOK      **LEVEL:** P,I,M,H      **DOMAIN:** E  
**VENDOR:** PRENTICE-HALL, INC.  
**ADDRESS:** ENGLEWOOD CLIFFS, NJ 07632

A book that thoroughly explains how parents and teachers can cope with overactive children. In laymen's terms, it discusses the possible causes of overactivity and all available methods of treatment. Recommending medication only as a last resort and expanding on other methods of treatment, it sets forth general and specific guidelines for managing your over-active child on a daily basis.

**TITLE:** WINDOWS TO OUR CHILDREN  
**TYPE:** BOOK      **LEVEL:** P,I,M,H      **DOMAIN:** P,S,E  
**VENDOR:** THE CENTER FOR GESTALT DEVELOPMENT, INC.  
**ADDRESS:** P.O. BOX 990, HIGHLAND, NY 12428

This excellent book provides a working model (Gestalt-based) that is applied to drawing and fantasy, clay, storytelling, poetry, puppets, play therapy, etc. It also looks at dealing with specific problem behaviors and includes a rich bibliography of resources. It is used as a required text for counseling courses.

## FILMSTRIPS AND VIDEOS

**TITLE:** BETTER SAFE THAN SORRY II  
**TYPE:** VIDEO      **LEVEL:** P      **DOMAIN:** P,S,E  
**VENDOR:** FILM FAIR COMMUNICATIONS  
**ADDRESS:** 10900 VENTURA BLVD., STUDIO CITY, CA 91604

With a group of 5-9 yr. olds, TV personality stephanie Edwards discusses 3 simple rules to help children prevent and/or deal with potential sexual abuse. Numerous situations are dramatized so children can decide how to react when confronted with potentially dangerous situations. Tailored to the attention span and interests of the kindergardener through thrid grade. 14 min.

**TITLE:** BETTER SAFE THAN SORRY, (SECOND ED.)  
**TYPE:** VIDEO      **LEVEL:** I      **DOMAIN:** P,S,E  
**VENDOR:** FILM FAIR COMMUNICATIONS  
**ADDRESS:** 10900 VENTURA BLVD., STUDIO CITY, CA 91604

Deals exclusively with prevention of sexual molestation by people known to the child. Three dramatizations lead to problem solving and also reinforce the four principal themes: Say No, Get Away, Tell Someone, and Be Believed. 16 min.

**TITLE:** BREAKING SILENCE  
**TYPE:** VIDEO      **LEVEL:** H      **DOMAIN:** P  
**VENDOR:** MONTANA STATE AUDIOVISUAL LIBRARY  
**ADDRESS:** STATE CAPITOL, HELENA, MT 59620 PH. 442-3107

A documentary on incest and the sexual abuse of children. The silence cripples lives. This video celebrates women and men who are moving courageously out of that childhood silence. 58 min.



**TITLE: COME IN FROM THE STORM**  
**TYPE: FILM**                    **LEVEL: I,M,H**                    **DOMAIN: P,S,E**  
**VENDOR: TEAM ENTERTAINMENT**  
**ADDRESS: 7777 ALVARADO RD., SUITE 113, LA MESA, CA 92041**

Three separate video tapes which take one and one half hrs. for all films and discussion. Part 1- China Doll 10 min. tape on emotional abuse. Designed to help children get in touch with their feelings by exploring emotions and helping them understand the difference between feelings and actions. It sets the stage for meaningful discussions of child abuse.

Part 2-The Diary 18 min. tape on Brian, a victim of physical and emotional abuse. Brian is visited by his future son who travels back in time to try to break the cycle of child abuse. Explores the different kinds of feelings that abused children experience.

Part 3-The Necklace 18 min. tape of sexual abuse. Contrasts a healthy adult/child relationship with an inappropriate relationship. Most children focus and relate to the positive relationship. The abused child will relate to the negative one, but perhaps for the first time will compare abuse with reality and see the need to get help.

**TITLE: THE COMPLETE LIBRARY**  
**TYPE: VIDEO/BOOK** **LEVEL: P,I,M,H**                    **DOMAIN: P**  
**VENDOR: SELF-ESTEEM INC.**  
**ADDRESS: JACK CANFIELD CURRICULUM**

Excellent for students and educators. Developed by Jack Canfield. Videos, tapes, and curriculum guide for teaching and increasing self-esteem in all grade levels.

**TITLE: DINOSAURS DIVORCE**  
**TYPE: FILMSTRIP** **LEVEL: P,I,M**                    **DOMAIN: P,S**  
**VENDOR: LEARNING TREE PUBLISHING INC.**  
**ADDRESS: BOX 4116 ENGLEWOOD, CO 80155**

Divorce can be confusing for parents and for children and can cause anxieties for everyone. But this assures us that children in divorce situations need not feel alone and suggests that they often have many more options and choices than they may realize. Dinosaurs Divorce brings out some of the positive ways to handle the many new situations and difficulties divorce brings about. Topics cover: Divorce words, and what they mean, Why parents divorce, What about you, Living with one parent, Having two homes, Celebrating holidays and special occasions, Telling your friends, Living with stepparents, Having step-sisters and step-brothers, and others. (11:10 min.) A book is also available.

**TITLE: HEALTHWISE: DEALING WITH FEELINGS # 20240**  
**TYPE: VIDEO**                    **LEVEL: P,I**                    **DOMAIN: P,S,E**  
**VENDOR: MONTANA STATE AUDIOVISUAL LIBRARY**  
**ADDRESS: STATE CAPITOL, HELENA, MT 59620, PH. 442-3107**

The puppet Spinner is given concrete examples of how to deal more effectively with his feelings when, upset by the thought of an oral report, he gets in a fight with his best friend. 15 min.

**TITLE: HEALTHWISE: SMOKING, DRINKING AND DRUGS # 20239**  
**TYPE: VIDEO**                    **LEVEL: P,I**                    **DOMAIN: P,S,E**  
**VENDOR: MONTANA STATE AUDIOVISUAL LIBRARY**  
**ADDRESS: STATE CAPITOL, HELENA, MT 59620, PH. 442-3107**



From the "Healthwise Series," entertaining puppets illustrate the adverse effects of drugs, alcohol and tobacco for very young children. 15 min.

**TITLE:** HOMEWORK COACH  
**TYPE:** VIDEO                      **LEVEL:** H                      **DOMAIN:** E  
**VENDOR:** AMERICAN GUIDANCE SERIES  
**ADDRESS:** BOX 99, CIRCLE PINES, MN 55014

Useful for at-risk students and underachieving students. Assists students in organizing, planning, setting goals to improve academic achievement and progress.

**TITLE:** HOW DO YOU TELL? # 20250  
**TYPE:** VIDEO                      **LEVEL:** P,I                      **DOMAIN:** P,S,E  
**VENDOR:** MONTANA STATE AUDIOVISUAL LIBRARY  
**ADDRESS:** STATE CAPITOL, HELENA, MT 59620, PH. 442-3107

Live action and animation encourage youngsters to say "no" when friends want to experiment with drugs and alcohol. Some hard facts on drugs are presented along with the motivation to not use them. 13 min

**TITLE:** JOBS FOR THE 90'S  
**TYPE:** VIDEO                      **LEVEL:** H                      **DOMAIN:** C  
**VENDOR:** PLEASANTVILLE MEDIA  
**ADDRESS:** PLEASANTVILLE, NY 10570

Excellent video for career education for high school students. Uses Hollands personality types, training, and job descriptions.

**TITLE:** A KID'S GUIDE TO SELF PROTECTION  
**TYPE:** FILMSTRIP   **LEVEL:** P,I,M                      **DOMAIN:** P,S  
**VENDOR:** LEARNING TREE FILMSTRIPS  
**ADDRESS:** BOX 4116 ENGLEWOOD, CO 80155

A series of 6 filmstrips that focus on the positive measures children can take to protect themselves from abuse and abduction. My Body Belongs To Me, Good Adults-Bad Adults, Good touches-Bad Touches, What Can I Do, Who Can Help Me, Let's Talk About It.

**TITLE:** LOTS OF KIDS LIKE US # 20254  
**TYPE:** VIDEO                      **LEVEL:** P,I,J                      **DOMAIN:** P,S,E  
**VENDOR:** MONTANA STATE AUDIOVISUAL LIBRARY  
**ADDRESS:** STATE CAPITOL, HELENA, MT 59620, PH. 442-3107

A brother and sister with an alcoholic father learn to deal with their feelings of guilt, unhappiness and anger while they are reassured and given concrete advice on how to handle difficulties such as a parent drinking and driving. A great resource for support groups. The video conveys considerable information about alcoholism within the context of the story. 28 min.

**TITLE:** MC GRUFF'S DRUG ABUSE PREVENTION KIT  
**TYPE:** VIDEO                      **LEVEL:** P,I,M                      **DOMAIN:** P,S,E  
**VENDOR:** NATIONAL CRIME PREVENTION COUNCIL  
**ADDRESS:** 1700 K STREET, NW SECOND FLOOR, WASH. DC 20006

To help prevent children from becoming victims of crime and to help build safer and better schools and communities. McGruff is a crime dog who teaches children 5-12 the negative consequences of drugs, how to refuse drugs and resist peer pressure, and how to develop and enjoy drug-free lifestyles. Many other resources are available. Materials cover grades K-6 and come as kits, tapes, posters, coloring books, and videos that support keeping kids safe in other areas besides just drug abuse.

**TITLE: TARGETS**

**TYPE: VIDEO**                      **LEVEL: M,H**                      **DOMAIN: P**  
**VENDOR: MONTANA STATE AUDIOVISUAL LIBRARY**  
**ADDRESS: STATE CAPITOL, HELENA, MT 59620 PH. 442-3107**

A pioneering program created to reach young people before they become caught in the cycle of victimization. Provides teenagers with a new framework for examining their own lives and teaches them how to assert themselves. 19 min.

**TITLE: TURNING OFF DRUGS AND PEER PRESSURE**

**TYPE: VIDEO**                      **LEVEL: H**                      **DOMAIN: P**  
**VENDOR: PLEASANTVILLE MEDIA**  
**ADDRESS: PLEASANTVILLE, NY 10570**

Useful resource for drug education for high school students. Emphasizes the power of peer pressure.

**TITLE: WHERE THERE'S A WILL, THERE'S AN A**

**TYPE: VIDEO**                      **LEVEL: H**                      **DOMAIN: E**  
**VENDOR: CLAUDE OLNEY INC.**  
**ADDRESS: ARIZONA STATE UNIVERSITY, TEMPE, AZ**

Useful resource for underachieving students.

**TITLE: WHY STAY IN SCHOOL**

**TYPE: VIDEO**                      **LEVEL: H**                      **DOMAIN: E**  
**VENDOR: FILMATICS CAREER VIDEO INC.**  
**ADDRESS: 207 EVERGREEN DRIVE, VANCOUVER, WA 98661**

Excellent for all students, particularly for at-risk students who question the purpose and value of a high school education.

**TITLE: WILLY LEARNS THE TOUCHING RULE**

**TYPE: VIDEO**                      **LEVEL: P**                      **DOMAIN: P,S,E**  
**VENDOR: THE COMMITTEE FOR CHILDREN**  
**ADDRESS: 172 20TH AVE., SEATTLE, WA 98122**

Five year old Willy tells how he learns the touching safety rule from his preschool teacher, his Mom and from his visit to the doctor. He then puts this new knowledge to the test with a baby-sitter. Tailored to the attention span and interests of the pre-schooler and kindergardner. 10 min.

## GAMES

**TITLE:** FAMILY HAPPENINGS  
**TYPE:** GAME                      **LEVEL:** P,I,M,H      **DOMAIN:** P,S,E  
**VENDOR:** KIDS IN PROGRESS, INC.  
**ADDRESS:** 2749 3RD STREET, EAU CLAIRE, WI 54703

Children love this non threatening but sometimes challenging game and request to play it alot. This is a therapeutic board game to be and to be supervised by trained professionals. It deals with the thoughts, feelings and behaviors associated with family dynamics. It is educational and therapeutic in that it helps the child to better understand family changes and become more acceptant of them-selves and others. The specialized categories deal with separation and divorce, alcoholism, remarriage and blended families, death, child abuse and neglect, adoption or birth, family relocation and some school problems. The category is chosen prior to starting.

**TITLE:** IN A PICKEL  
**TYPE:** GAME                      **LEVEL:** P,I, M,H      **DOMAIN:** P,S  
**VENDOR:** AMERICAN GUIDANCE SERVICE (AGS)  
**ADDRESS:** BOX 99, CIRCLE PINES, MN 55014

Strategies for problem solving. This a fun but educational program to be used with children aged for 2 groups K-3 and 4-6. Can be used in classroom, small groups and individual settings. 240 "pickle" problem solving cards housed in a pickle jar with 5 topical groups: relationships, decision making, study skills, health and safety, and pot pourri.

**TITLE:** UNGAME  
**TYPE:** GAME                      **LEVEL:** P,I,M,H      **DOMAIN:** P,S,E,C  
**VENDOR:** SOCIAL STUDIES SCHOOL SERVICE  
**ADDRESS:** P.O. BOX 802, CULVER CITY CA 90232-0802

A board "game" which has no winners or losers, but instead allows people to share their thoughts and feelings. Players move tokens on the board by the throw of a die. Depending on where they land, they must draw a card and respond to it, ask a question of another player, make a statement, or follow other directions. All action focuses on what the players think, feel, and do. Two decks of cards are used when playing with elementary level children or when a lighter game is desired, the other when teenagers and adults want an in-depth discussion. Time is flexible, 2-30 players.

## KIT AND PACKAGED PROGRAMS

**TITLE:** CHILDREN ARE PEOPLE, INC.  
**TYPE:** KIT                      **LEVEL:** P,I              **DOMAIN:** P,S,E  
**VENDOR:** CHILDREN ARE PEOPLE, INC.  
**ADDRESS:** 1599 SELBY AVE., ST. PAUL, NM 55104

A chemical- dependency prevention program for children age 5-12. The program includes a K-6 school curriculum and training program to assist in the implementation of support groups for children.

**TITLE:** DUSO-R, I-II (DEVELOPING AN UNDERSTANDING OF SELF AND OTHERS)  
**TYPE:** KIT                      **LEVEL:** P, I              **DOMAIN:** P,S



**VENDOR:** AMERICAN GUIDANCE SERVICE (AGS)  
**ADDRESS:** P.O. BOX 99, CIRCLE PINES, MN 55014-1796

Duso may be used by the classroom teacher or the guidance counselor very effectively. Both levels of Duso are structured so lessons can be used daily over the entire year or to fit specific needs. Each level is organized into three units: Developing Understanding of Self, Others and of Choices K-2, 3-4. The kits include the teacher's guide, story books with illustrations, audiocassettes (songs, stories), activity cards (career and role playing), puppets, blackline masters, plus a chart of curriculum related activities.

**TITLE:** THE GIFT OF SELF ESTEEM  
**TYPE:** KIT                    **LEVEL:** H                    **DOMAIN:** P  
**VENDOR:** PHOENIX EDUCATIONAL FOUNDATION  
**ADDRESS:** 462 STEVENS AVE., SOLANA BEACH, CA 92075-206

A set of six videos and daily work sheets on such topics as self-esteem, goal setting and communication. Useful for fairly high functioning high school students. (Preview before purchase.)

**TITLE:** POSITIVE ACTION  
**TYPE:** KIT                    **LEVEL:** P,I,M                    **DOMAIN:** P,S,E,C  
**VENDOR:** POSITIVE ACTION PUBLISHING CO., CAROL ALLRED  
**ADDRESS:** P.O. BOX 2347, TWIN FALLS, ID 83303-2347

Positive Action is an elementary and middle school self-concept curriculum that teaches students how to feel good about themselves, take responsibility for their own behavior, and get along with others. It is also a school climate program that creates a positive atmosphere when taught school-wide. Positive Action builds a positive school climate because it gives students, teachers, and staff the common vocabulary and common understanding they need to work in harmony. Positive Action can be taught by a counselor or classroom teacher to small or large groups.

**TITLE:** PUMSY IN PURSUIT OF EXCELLENCE  
**TYPE:** KIT                    **LEVEL:** P                    **DOMAIN:** P,S  
**VENDOR:** TIMBERLINE PRESS  
**ADDRESS:** P.O. BOX 77001, EUGENE OR 97401

This is a cognitive approach to teaching positive thinking and self-esteem skills to children at the elementary school level. Skills are introduced in a non-threatening way through a lovable young dragon named Pumsy. These are eight separate but related skill-based units. (30 min. per session)

**TITLE:** THINKING, CHANGING, REARRANGING  
**TYPE:** KIT                    **LEVEL:** M,H                    **DOMAIN:** P,S  
**VENDOR:** TIMBERLINE PRESS  
**ADDRESS:** P.O. BOX 70071, EUGENE OR 97401

A very well written curriculum using Rational Emotive Therapy. It is aimed at improving self-esteem in students ages 9-17. The program contains both a teacher's manual and individual student manuals and comes with quality reproducible worksheets. This is the "older brother" of the "Pumsy" program for elementary students. This is a 10-week program adaptable to a variety of settings. Each unit covers a different topic. The program is skill-based, structured and sequential.



**TITLE:** TOWARDS AFFECTIVE DEVELOPMENT (TAD)  
**TYPE:** KIT      **LEVEL:** I      **DOMAIN:** P,S,E,  
**VENDOR:** AMERICAN GUIDANCE SERVICE (AGS)  
**ADDRESS:** P.O. BOX 99, CIRCLE PINES MN 55014-1796

This program encourages clarification of values and how they affect involvement with self and others. Units focus on experiences that involve family, friends, choosing, communication, rights and conflicts. Excellent activities for the teacher or counselor to work individually or together.

## **PERIODICALS AND JOURNALS**

**TITLE:** ELEMENTARY SCHOOL GUIDANCE AND COUNSELING JOURN.  
**TYPE:** JOURNAL      **LEVEL:** P,I,M,H      **DOMAIN:** P,S,E,C  
**VENDOR:** AACD SUBSCRIPTION DEPARTMENT  
**ADDRESS:** 5999 STEVENSON AVE., ALEXANDRIA, VA 22304

This journal will help you keep pace with issues that affect your career, such as working with parents, teachers, and community agencies. It provides practical information on ideas for individual and small group counseling, as well as classroom guidance activities, and includes well-written articles which will help you evaluate your guidance program. Quarterly

**TITLE:** GUIDEPOST  
**TYPE:** NEWSPAPER      **LEVEL:** P,I,M,H      **DOMAIN:** P,S,E,C  
**VENDOR:** AACD SUBSCRIPTION DEPARTMENT  
**ADDRESS:** 5999 STEVENSON AVE., ALEXANDRIA, VA 22304

The official newspaper of the association is received 18 times a year. It offers feature stories on a variety of topics in the counseling and human development field, as well as national and international counseling news. Regular features include: legislative updates, book reviews, and listing of professional opportunities, extensive list of job openings for counselors worldwide. AACD members receive Guidepost free.

**TITLE:** JOURNAL FOR SPECIALISTS IN GROUP WORK  
**TYPE:** JOURNAL      **LEVEL:** P,I,M,H      **DOMAIN:** P,S,E,C  
**VENDOR:** AACD SUBSCRIPTION DEPARTMENT  
**ADDRESS:** 5999 STEVENSON AVE., ALEXANDRIA, VA 22304

Group processes that have been demonstrated to be effective are reported on regularly in this journal. Whether you are looking for new ideas, empirical research, theoretical discussions, historical profiles or current literature reviews, this journal is an invaluable resource. (Quarterly)

**TITLE:** PARENTS MAGAZINE  
**TYPE:** MAGAZINE      **LEVEL:** P,I,M,H      **DOMAIN:** E  
**VENDOR:** PARENTS  
**ADDRESS:** P.O. BOX 3055, HARLAN, IA 51593-2119

This magazine covers all ages as they grow from pregnancy and birth to 18 years old. It suggests books, child care news, family therapy for problems, fashions, special features for example; when kids see their parents fight, safety guides, dealing with death, divorce issues, food, marriage, work and various other topics concerning all ages.

**TITLE:** THE SCHOOL COUNSELOR  
**TYPE:** JOURNAL    **LEVEL:** P,I,M,H    **DOMAIN:** P,S,E,C  
**VENDOR:** AACD SUBSCRIPTION DEPARTMENT  
**ADDRESS:** 5999 STEVENSON AVE., ALEXANDRIA, VA 22304

This journal will keep you on top of your field with new ideas on how to deal with current issues such as teen suicide, alcohol and drug abuse, and legal rights of teens. In addition to regular articles on both theoretical issues and applied practice, a new section covers various aspects of the use of micro-computers in counseling. 5-Yrly.

## **MONTANA CAREER INFORMATION SYSTEM**

**DIRECTOR:** ANN WOLFINGER  
1115N. ROBERTS  
HELENA, MT 59601  
PH. 442-5535

This is a data base system and is available now in **print** (books) or **computer software**.  
**Information includes:** 1) Occupations 2) Program of study 3) Schools 4) Quest...Occupational sorting questionnaire 5) Additional components

**Occupations:** State based information, wages and outlook. Occupations found in Mt 90-95%. National information is also incorporated into state wage and outlook information.

**Program of study:** Lists school subjects and topics, programs typical courses and requirements. Describes all schools in the state that offer a particular program or specialization in a field of study.

**Schools:** The most complete collection of accredited and liscensed post secondary schools in the state. Tuition, location, campus, financial aid, sports, enrollment, etc.

**Quest:** This is an occupational sorting questionnare which has 21 items bassed on job attributes a student may or may not want to use. Helps a student match their interest with careers.

**Additional components:** Information on National 4 year Colleges, working for yourself, job search, military occupations and \*scholarship information (\*new)

## **STATE RESOURCES AND PROFESSIONAL ORGANIZATIONS**

**AMERICAN SCHOOL COUNSELORS ASSOCIATION**  
5999 STEVENSON AVENUE  
ALEXANDRIA VA 22304, PH (703)-823-9800

**MONTANA ASSOCIATION OF COUNSELING AND DEVELOPMENT**  
DICK HORSWILL, PRESIDENT, (1990-91)  
MONTANA STATE UNIVERSITY  
BOZEMAN, MT 59717, PH. (406)-994-5025

**MONTANA SCHOOL COUNSELOR'S ASSOCIATION**  
MARK SALO, PRESIDENT, (1990-91)  
WILLSON MIDDLE SCHOOL  
BOZEMAN, MT 59715, PH. (406)-585-1529

**OFFICE OF PUBLIC INSTRUCTION, GUIDANCE**  
JUDITH BIRCH, GUIDANCE SPECIALIST  
CAPITOL STATION, HELENA, MT 59620  
(406)-444-5663 FAX 406-444-3924











